



Parsons Down Partnership

Planning, Teaching, Learning, Assessment and Progress Policy

Revision version: 1

Date reviewed: November 2017

Reviewed by: Curriculum and Standards Committee

Date revision approved and adopted: 13th November 2017

Approved by: Curriculum & Standards Committee

Next revision due by: November 2018

Headteacher	Sign & Date:	
Chair of Governing Board	Sign & Date:	

Statement

At the Parsons Down Partnership we believe that good assessment begins with the plans for learning. These plans clearly articulate the outcomes we are seeking for all pupils. Outcomes are based on the requirements of the National Curriculum.

Assessment will take the form of reviewing outcomes from daily lessons benchmarked against National objectives. Assessment over time will be gathered against key objectives using a KPI grid and will show whether a pupil is: working towards (WTS); expected (EXS) or greater depth (GDS) for their year group.

Summary Assessments, collected in the form of a cohort contextual data sheet, will be made five times during the year and will be used to monitor the progress and attainment of children to ensure they are on track to make good or better progress by the end of the year. After completing the contextual data sheet together as a cohort and moderating outcomes of pupils, each teacher will complete a class data drop analysing vulnerable groups and identifying focus children. This data drop will form the basis for discussion at Pupil Progress Meetings with school leaders.

Purpose and Aims of the Policy

All teachers, support staff and Governors at the Parsons Down Partnership of schools have a responsibility to ensure:

- Pupils receive quality first teaching every day
- learning experiences enable all children to make maximum progress
- They set high standards for all pupils
- Pupils take ownership and are involved in their learning.

Planning

Good teaching relies on teachers planning work that enables children to be challenged and make progress in every lesson. Within every area of the curriculum, teachers will plan challenge 1, 2, and 3 tasks which offer scaffolded support to achieve the age-related learning intention. Challenge 3 tasks are aimed at higher attaining pupils but are offered to all children to avoid capping learning. For children with specific special needs, a further SEN,D challenge will be planned to address their specific learning needs for the year group they are accessing.

Teachers will complete Medium Term Plans for all subjects which will then feed into their weekly plans. These will be linked to the National Curriculum objectives and will be focused on specific skills rather than activities. Within the weekly plans, guided groups and use of teaching assistants will be carefully considered alongside learning intentions and success criteria. Planning will be emailed to year group staff alongside leaders each week.

Learning

Coverage of year group objectives across the year will ensure that all children have the opportunities to learn what is expected of them in their academic year.

Learning will be observed through:

- Formal lesson observations
- Informal learning walks
- Planning scrutinies

- Book scrutinies
- Pupil conferencing
- Analysing data

Assessment

All teachers will assess children's understanding against the year group objectives. A judgment of: working towards, expected or greater depth will be awarded to each pupil in reading, writing and maths. The first assessment (BASELINE) will be made in September. After this, assessment will be undertaken at three levels.

Short term – within a lesson, against objectives in the planning. This assessment may be informal observation, talking to pupils and feedback in marking.

Medium Term – assessment activities including short 'check tests' after the completion of a unit to inform teachers about the next steps in planning. E.G. A hot write in writing.

Long term - Children's progress will be assessed in November, February, April and July. Their progress will be noted against the objectives they have been working on and whether they are on track to meet end of year expectations.

Progress

Progress of pupils will be measured in a number of ways. Leaders and teachers will evaluate the work that children produce day- to-day. (The work in books is the measure of the progress against lesson objectives. Over time, an evaluation of work in books showing how children have mastered taught skills will indicate good progress).

In June, Optional SAT Tests in KS2 will also be used to measure progress against end of year expectations. This data will then be reported to the next class teacher as part of the transition process. In Year 6, children will sit a series of mock SAT tests in November, January and March. Data analysis from these tests will be used to inform planning and plug gaps before the SAT tests in May.

Equal Opportunities

All lessons will be planned to provide ALL children with the opportunity to be challenged and successful. This includes the SEND children who will have their own personalised targets and challenge tasks. Furthermore, gender groups, higher prior attainers, lower prior attainers, pupil premium, and EAL children will all be carefully planned for within lessons.

Linked Guidance

Assessment and Testing Calendar
Leadership Evaluation Tasks

Linked Policies

Marking and Feedback policy
Curriculum Policies

Policy Agreed: November 2017

Review Date: November 2018